KARNATAKA STATE AKKAMAHADEVI WOMEN'S UNIVERSITY
VIJAYAPUR

PROPOSAL FOR PHD IN EDUCATION

# "A COMPARATIVE STUDY OF EDUCATIONAL CONTRIBUTIONS OF SAVITRIBAI PHULE AND FATIMA SHEIKH"


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## 1. INTRODUCTION :

In today's India, which celebrates empowerment and progress, if you question development's impact on women, you are anti-development. We don't want to ask the really uncomfortable questions about how development impact women's lives, because doing so will divert the gaze from 'development' - a show that we must celebrate to showcase our 'citizenship' - even when it ignores, hurts, or oppresses women.

There is a strong feeling within the sector that taking the focus away from the larger issues of a strong of the winder community, and focusing instead on specificities, will take away from the larger questions. Therefore, we subsume, dilute, or neglect the specifics. The more we perpetuate this game, the more deeply we are entrenching patriarchy in our thoughts, beliefs, and action.

As a sector, it is time we create a referendum through research and policy, on what women have to say about issues-local, regional, and national. We are so en-wrapped in trying to take them to our own definitions of development and empowerment, do we even ask them what they want?

So our country need a qualitative education for women. As we know in Indian History, so many Philosophers are there. But in there a few Philosophers contributed to education field with their Philosophical thoughts. Some are very kind for the girl's education. In this way we always remember 'SAVITRIBAI PHULE' as first women teacher in India. Savitribai Phule was born on 3 January 1831 at Naigam, Satara district in Maharashtra. She was the eldest daughter of Khandoji Nevesh patil and Lakshmi. She was married, at the age of 9 to 13 years old Jyotiba Phule. Savitri was not educated at the time of her marriage because, she was from a backward cast and women. After the marriage Savitribai Phule was tought by Jyotiba at their home. She took a teachers training course at Pune's Normal school. After this she started teaching girls in Pune's Maharwada, along with Sagunabai. In that time Sagunabai was a mentor to Jyotiba and a revolutionary feminist. After, the Phule couple along with Sagunabai started their school at Bhidewada,at the

home of Tatya Saheb Bhide, who was inspired by the Phules work. They take different curriculum for their home school. It included Mathematics, Science and Social studies instead of Brahminical texts like, Vedas and Shastras. In 1849 Jyotiba's fother asked the couple to stop their work otherwise to move out of his house. Since the work they engaged in was considered a Sin according to Brahminical text. Then they stayed with the family of friend of Jyotiba's, Usman Sheikh, Where Savitribai Phule met another one a great women 'FATIMA BEGUM SHEIKH'. She was a sister of Usman Sheikh. She was born on 9 january 1831 in Muslim community. Today in Dalit History, we honour the contribution of Fatima Sheikh, a Muslim women who stood steadfast in solidarity with the cause of educating Dalits and women. Even when Phule's couple despited from their own Family members, caste brethren, and their community, then Fatima's Family sheltered them from dominant Caste abuse. After the met of Savitribai Phule, Usman Sheikh was inspired by their work and he had encouraged Fatima to take up the teacher training course. And Fatima Sheikh knew how to read and write already. She went along with Savitribai to the normal school and they both graduated together. Fatima and Savitribai opened a school in Usman sheikh's house in Pune in 1849. After that they started going to school which were established by Jyotiba. But people from Pune itself they was started to harrass them and abuse them, with stone pelted and some time they was thrown cow dung on them as it was unimaginable. Because of this they are carry an extra sari in there's bag. Fatima had Endure the wrath of Hindu as well as Muslim's. Despite threats, she used to go door to door to Muslim household and explained the importance of girl's education. Fatima Sheikh is now videly regarded as the first Muslim women teacher of the 19$^{th}$ century. In 1850 the Phule couple initiated two educational trusts. Savitribai was headmaster of one of the school, and Fatima Sheikh was also take the responsibility of another one school in 1855. Fatima Sheikh continued to teach alongside Savitribai until 1856. Savitribai Phule died on 10 march 1897. While caring for a patient in the clinic she had opened for the treatment of those affected by the bubonic plague. Savitribai

Phule's and Fatima Sheikh's achievements were diverse and numberous but they had a singular effected on holl society.

**REVIEW OF RELATED LITERATURE**

A literature assessment is a complete outline of proceeding on a topic. The assessment ought to enumerate, summarize, objectively examine and make clear these preceding studies. It ought to supply a theoretical base for the studies and assist us to decide the character of our studies. The literature assessment recognizes the paintings of preceding researchers, and in so doing, assures the reader that our paintings has been properly conceived.

**Chauhan and Bhumika (2005),** the conducted studies entitle, "The Krantijyoti Savitribai Phule Women's Studies Centre: Knowledge-Practices, the Movement and the University. The article examines women's studies as a moment that mediates the conflict between the women's movement and the university on the question of knowledge and knowledge-production. The starting point is the assertion made by historical-materialist feminists that knowledge is produced in and through political struggle. The article argues that social movements, as much as the science practiced in institutional settings, may be studied in terms of practices of knowledge-production. It is with the concept of "knowledge-practice" that the article traces the influence of social movements on the Krantijyoti Savitribai Phule Women's Studies Centre (KSP-WSC), University of Pune, Maharashtra. The article traces the links between such practices at the Centre and various social movements, so as to understand how the Centre negotiates with the university while also engaging with social movements and activism. This

particular women's studies centre, the article shows, attempts to import the knowledge-practices of movements. This is most distinctively visible in the Centre's critical research methodologies and critical pedagogies derived from Phule-Ambedkar-Feminist (PAF) perspectives.

**Thom Wolf (2008)**, Conducted study on Savitribai and India's conversation on education, the study revealed that the Phule's contributions towards education and instructional philosophies is they each sought to use the important studying that occurred inside the school room returned towards society, to appearance outdoor the school room a good way to critique societal injustices. Comenius believed that the social feature of training became to reform society. And number one training, for Comenius, became the approach to notably reorganize society alongside extra democratic tracks. He became satisfied that there's no extra sure manner below the solar for elevating sunken humanity than the right training of the young. Savitribai and the Truth Seekers network estimated a comparable social feature for training, and believed that during training; lay the important thing to an essential alternate in social attitudes. Her purpose in selling training for the loads became now no longer surely to elevate the transient popular of residing for some individuals, however to reshape the whole destiny of the kingdom of India. For Savitribai and Jotirao Phule, unfold of training became an important and enduring manner to alternate the prevailing energy structure.

**Lakshmi Narayan Singh (2014)**, the article revealed that the life and times of Mahatma Jyotirao and Krantijyoti Savitribai Phule. In the article examine of she has established the position of Savitribai Phule as education, as the scholar has represented the philosophies of Savitribai Phule under heads; social perspective, philosophical context, and educational aspect of her great thinking. Savitribai Phule started Mahila Seva Mandal in 1852, which worked for raising women's consciousness about their human rights, dignity of life and other social issues. She went on to organize a successful barbers strike in Mumbai and Pune against the prevailing practice of shaving of widows' heads. The article has a wonderful combination of all above prospects and has been proved as a best compilation of Savitribai Phule as a professional speeches and writings also.

**Leah, Verghese, Ranjna, Medha, and Sundar (2014),** this article has explored on Savitribai: Journey of Trailblazer. Maharashtra in the 19th century, The Peshwa Bajirao rule was marked by inefficient administration and wasteful expenditure. As a Peshwa, he made a terrible ruler. He delighted in humiliating his feudatories, seizing their estates on flimsy pretexts, and imagined that their womenfolk too belonged to him. Societal mores were hidebound and conservative. The caste system was very rigid. The lower castes, Mahars, Mangs, Chambhars, Bhangi, Dhedds, could not even cross paths with people of higher castes. The small Brahman community, constituting less than five percent of the population of the

Maharashtra region, accepted Western education and used that education to gain access to professions and positions in the government service that were open to Indians.

**Conclusion**

Chauhan and Bhumika (2005) has determined in their studies about the work of Savitribai Phule's instead of women's education starting point is the assertion made by historical materialist feminists that knowledge is produced through political struggle. Thom Wolf (2008) philosophies of Savitribai Phule's important studying that occurred inside the school returned towards society, to appearance outdoor the school a good way to critique societal injustices. Laxmi Narayan Sing, Leah Verghese and Rajan (2014) Savitribai Phule has established Mahila Seva Mandal in 1852, in spite worked for raising women's consciousness about their human rights, dignity of life and other social issues.

## 2. SIGNIFICANCE OF THE STUDY:

Present day the women working in all spheres equally as the men. She can able to move from home to space and from the earth to the depths of Ocean. She has succeeded in leading a good life, making a batter society, and contributing to the progress of our country. Women can do these all things by getting the education. For getting this education there are so many hands worked in off screen. But in there we get manly there is only two persons was put step up for the women's (girls) education. And they are SAVITRIBAI PHULE and FATIMA SHEIKH. They did very hard work for the girls education. In this way it is very essential and important to study the contributions of Savitribai Phule and Fatima Sheikh in the field of education.

In fact, the development narrative casts its gaze evenly across a range of women, homogenises experiences and contexts, refuses to delve deeper into women's life experiences, and is content to have counted women as participants, beneficiaries, victims, and case studies. Content to have counted her in, but not necessarily explored the complex socio-political, cultural and economic dynamics that she lives through everyday.

What we see today is not ignorance; it is a stubborn commitment to patriarchy. And at the same time, it is far more complex than just that. It has taken many decades of societal work to replace the values of patriarchy with values of empowerment, and expose the numerous fault lines in our society. However, we have quickly moved from working on transforming gender power equations to decorating, celebrating, and embellishing the *idea* of women's empowerment, devoid of its true meaning. And that is the crux of the problem. Today, touting women's empowerment has become a way of expressing solidarity and enhancing one's own credibility and power, of being on the 'right side of gender'. Gender optics, is what I call it.

Let us look at some examples of how women have been excluded from the circle of development and have fallen out of the circle of well-being, self-actualization, dignity, and self-esteem.

**3. STATEMENT OF THE PROBLEM:**

"A COMPARATIVE STUDY OF EDUCATIONAL CONTRIBUTIONS OF SAVITRIBAI PHULE AND FATIMA SHEIKH: ".

4. **OBJECTIVES OF THE STUDY:**

The objectives of the study are designed to study the educational contributions of Savitribai Phule and Fatima Sheikh on the following grounds:

1. To study the contributions of Savitribai Phule and Fatima Sheikh to

Early Childhood Care and Education (ECCE), Primary and Secondary

education, Higher Education, Vocational Education/ Women Empowerment and Value Education.

2. To study the opinion of Teacher Educators working in Savitribai Phule Pune University, Pune.
3. To study the opinion of stakeholders residing in Phule Wada and Naigaon.
4. To identify the educational contributions made by Savitribai Phule and Fatima Sheikh through various literature's.
5. To study the inherent philosophy of Savitribai Phule and Fatima Sheikh's life for making them great educators.

Women's lives are deeply impacted by development neglect. Their experiences are often subsumed under the starker and larger neglect of the entire community. Here I am talking merely of research and policy, not programmatic interventions. If we were to listen to women not just as respondents, but also as those asking the questions, our research would become far more located in how they experience development, or the lack of it.

## 5. Hypotheses of the Study

### *i. Entire Teacher Educators*

1. There is no significant difference between the opinion about overall Educational Contributions of Savitribai Phule and Fatima Sheikh according to Teacher Educators working in B.Ed colleges affiliated to Savitribai Phule Pune University, Pune.

2. There is no significant difference between the opinion about Educational Contributions of Savitribai Phule and Fatima Sheikh with respect to the Early Childhood Care and Education (ECCE) according to Teacher Educators working in B. Ed colleges affiliated to Savitribai Phule Pune University, Pune.
3. There is no significant difference between the opinion about Educational Contributions of Savitribai Phule and Fatima Sheikh with respect to the Secondary Education (SE) according to Teacher Educators working in B.Ed colleges affiliated to Savitribai Phule Pune University, Pune.
4. There is no significant difference between the opinion about Educational Contributions of Savitribai Phule and Fatima Sheikh with respect to Vocational Education (VE) according to Teacher Educators working in B.Ed colleges affiliated to Savitribai Phule Pune University, Pune.
5. There is no significant difference between the opinion about Educational Contributions of Savitribai Phule and Fatima Sheikh with respect to Women Empowerment (WE) according to Teacher Educators working in B.Ed colleges affiliated to Savitribai Phule Pune University, Pune.
6. There is no significant difference between the opinion about Educational Contributions of Savitribai Phule and Fatima Sheikh with respect to Value Education (VE) according to Teacher Educators

working in B.Ed colleges affiliated to Savitribai Phule Pune University, Pune.

***ii.*** **Male Teacher Educators**

7. There is no significant difference between the opinion about overall Educational Contributions of Savitribai Phule and Fatima Sheikh according to Male Teacher Educators working in B.Ed colleges affiliated to Savitribai Phule Pune University, Pune.
8. There is no significant difference between the opinion about Educational Contributions of Savitribai Phule and Fatima Sheikh with respect to Early Childhood Care and Education (ECCE) according to Male Teacher Educators working in B.Ed colleges affiliated to Savitribai Phule Pune University, Pune.
9. There is no significant difference between the opinion about Educational Contributions of Savitribai Phule and Fatima Sheikh with respect to Secondary Education (SE) according to Male Teacher Educators working in B.Ed colleges affiliated to Savitribai Phule Pune University, Pune.
10. There is no significant difference between the opinion about Educational Contributions of Savitribai Phule and Fatima Sheikh with respect to Vocational Education (VE) according to Male Teacher Educators working in B.Ed colleges affiliated to Savitribai Phule Pune University, Pune.

11. There is no significant difference between the opinion about Educational Contributions of Savitribai Phule and Fatima Sheikh with respect to Women Empowerment (WE) according to Male Teacher Educators working in B.Ed colleges affiliated to Savitribai Phule Pune University, Pune.
12. There is no significant difference between the opinion about Educational Contributions of Savitribai Phule and Fatima Sheikh with respect to Value Education (VE) according to Male Teacher Educators working in B.Ed colleges affiliated to Savitribai Phule Pune University, Pune.

***iii.*** **Female Teacher Educators**

13. There is no significant difference between the opinion about overall Educational Contributions of Savitribai Phule and Fatima Sheikh according to Female Teacher Educators working in B.Ed colleges affiliated to Savitribai Phule Pune University, Pune.
14. There is no significant difference between the opinion about Educational Contributions of Savitribai Phule and Fatima Sheikh with respect to Early Childhood Care and Education (ECCE) according to Female Teacher Educators working in B.Ed colleges affiliated to Savitribai Phule Pune University, Pune.
15. There is no significant difference between the opinion about Educational Contributions of Savitribai Phule and Fatima Sheikh with respect to Secondary Education (SE) according to Female

Teacher Educators working in B.Ed colleges affiliated to Savitribai Phule Pune University, Pune.

16. There is no significant difference between the opinion about Educational Contributions of Savitribai Phule and Fatima Sheikh with respect to Vocational Education (VE) according to Female Teacher Educators working in B.Ed colleges affiliated to Savitribai Phule Pune University, Pune.
17. There is no significant difference between the opinion about Educational Contributions of Savitribai Phule and Fatima Sheikh with respect to Women Empowerment (VE) according to Female Teacher Educators working in B.Ed colleges affiliated to Savitribai Phule Pune University, Pune.
18. There is no significant difference between the opinion about Educational Contributions of Savitribai Phule and Fatima Sheikh with respect to Value Education (VE) according to Female Teacher Educators working in B.Ed colleges affiliated to Savitribai Phule Pune University, Pune.

***iv*. Below 10 Years Experience Teacher Educators**

19. There is no significant difference between the opinion about overall Educational Contributions of Savitribai Phule and Fatima Sheikh according to below 10 Years' Experience Teacher Educators working in B.Ed colleges affiliated to Savitribai Phule Pune University, Pune.

20. There is no significant difference between the opinion about Educational Contributions of Savitribai Phule and Fatima Sheikh with respect to Early Childhood Care and Education (ECCE) according to Below 10 Years' Experience Teacher Educators working in B.Ed colleges affiliated to Savitribai Phule Pune University, Pune.
21. There is no significant difference between the opinion about Educational Contributions of Savitribai Phule and Fatima Sheikh with respect to Secondary Education (SE) according to Below 10 Years' Experience Teacher Educators working in B.Ed colleges affiliated to Savitribai Phule Pune University, Pune.
22. There is no significant difference between the opinion about Educational Contributions of Savitribai Phule and Fatima Sheikh with respect to Vocational Education (VE) according to Below 10 Years' Experience Teacher Educators working in B.Ed colleges affiliated to Savitribai Phule Pune University, Pune.
23. There is no significant difference between the opinion about Educational Contributions of Savitribai Phule and Fatima Sheikh with respect to Women Empowerment (VE) according to Below 10 Years' Experience Teacher Educators working in B.Ed colleges affiliated to Savitribai Phule Pune University, Pune.
24. There is no significant difference between the opinion about Educational Contributions of Savitribai Phule and Fatima Sheikh with respect to Value Education (VE) according to Below 10 Years'

Experience Teacher Educators working in B.Ed colleges affiliated to Savitribai Phule Pune University, Pune.

***v.*** **Above 10 Years Experience Teacher Educators**

25. There is no significant difference between the opinion about overall Educational Contributions of Savitribai Phule and Fatima Sheikh according to above 10 Years' Experience Teacher Educators working in B.Ed colleges affiliated to Savitribai Phule Pune University, Pune.
26. There is no significant difference between the opinion about Educational Contributions of Savitribai Phule and Fatima Sheikh with respect to Early Childhood Care and Education (ECCE) according to Above 10 Years' Experience Teacher Educators working in B.Ed colleges affiliated to Savitribai Phule Pune University, Pune.
27. There is no significant difference between the opinion about Educational Contributions of Savitribai Phule and Fatima Sheikh with respect to Secondary Education (SE) according to Above 10 Years' Experience Teacher Educators working in B.Ed colleges affiliated to Savitribai Phule Pune University, Pune.
28. There is no significant difference between the opinion about Educational Contributions of Savitribai Phule and Fatima Sheikh with respect to Vocational Education (VE) according to Above 10 Years' Experience Teacher Educators working in B.Ed colleges affiliated to Savitribai Phule Pune University, Pune.

29. There is no significant difference between the opinion about Educational Contributions of Savitribai Phule and Fatima Sheikh with respect to Women Empowerment (WE) according to Above 10 Years' Experience Teacher Educators working in B.Ed colleges affiliated to Savitribai Phule Pune University, Pune.
30. There is no significant difference between the opinion about Educational Contributions of Savitribai Phule and Fatima Sheikh with respect to Value Education (VE) according to Above 10 Years' Experience Teacher Educators working in B.Ed colleges affiliated to Savitribai Phule Pune University, Pune.

***vi.*** **Stakeholders Residing in Phule Wada and Naigaon**

31. There is no significant difference between the opinion about overall Educational Contributions of Savitribai Phule and Fatima Sheikh according to the stakeholders residing in Phule Wada and Naigaon.
32. There is no significant difference between the opinion about Educational Contributions of Savitribai Phule and Fatima Sheikh with respect to Early Childhood Care and Education (ECCE) according to the stakeholders residing in Phule Wada and Naigaon.
33. There is no significant difference between the opinion about Educational Contributions of Savitribai Phule and Fatima Sheikh with respect to Secondary Education (SE) according to the stakeholders residing in Phule Wada and Naigaon.

34. There is no significant difference between the opinion about Educational Contributions of Savitribai Phule and Fatima Sheikh with respect to Vocational Education (VE) according to the stakeholders residing in Phule Wada and Naigaon.
35. There is no significant difference between the opinion about Educational Contributions of Savitribai Phule and Fatima Sheikh with respect to Women Empowerment (WE) according to the stakeholders residing in Phule Wada and Naigaon.
36. There is no significant difference between the opinion about Educational Contributions of Savitribai Phule and Fatima Sheikh with respect to Value Education (VE) according to the stakeholders residing in Phule Wada and Naigaon.

***vii.*** **Male Stakeholders Residing in Phule Wada and Naigaon**

37. There is no significant difference between the opinion about overall Educational Contributions of Savitribai Phule and Fatima Sheikh according to the male stakeholders residing in Phule Wada and Naigaon.
38. There is no significant difference between the opinion about Educational Contributions of Savitribai Phule and Fatima Sheikh with respect to Early Childhood Care and Education (ECCE) according to the Male stakeholders residing in Phule Wada and Naigaon.

39. There is no significant difference between the opinion about Educational Contributions of Savitribai Phule and Fatima Sheikh with respect to Secondary Education (SE) according to the Male stakeholders residing in Phule Wada and Naigaon.
40. There is no significant difference between the opinion about Educational Contributions of Savitribai Phule and Fatima Sheikh with respect to Vocational Education (VE) according to the Male stakeholders residing in Phule Wada and Naigaon.
41. There is no significant difference between the opinion about Educational Contributions of Savitribai Phule and Fatima Sheikh with respect to Women Empowerment (WE) according to the Male stakeholders residing in Phule Wada and Naigaon.
42. There is no significant difference between the opinion about Educational Contributions of Savitribai Phule and Fatima Sheikh with respect to Value Education (VE) according to the Male stakeholders residing in Phule Wada and Naigaon.

***viii.*** **Female Stakeholders Residing in Phule Wada and Naigaon**

43. There is no significant difference between the opinion about overall Educational Contributions of Savitribai Phule and Fatima Sheikh according to the Female stakeholders residing in Phule Wada and Naigaon.
44. There is no significant difference between the opinion about Educational Contributions of Savitribai Phule and Fatima Sheikh

with respect to Early Childhood Care and Education (ECCE) according to the Female stakeholders residing in Phule Wada and Naigaon.

45. There is no significant difference between the opinion about Educational Contributions of Savitribai Phule and Fatima Sheikh with respect to Secondary Education (SE) according to the Female stakeholders residing in Phule Wada and Naigaon.
46. There is no significant difference between Educational Contributions of Savitribai Phule and Fatima Sheikh with respect to Vocational Education (VE) according to the Female stakeholders residing in Phule Wada and Naigaon.
47. There is no significant difference between the opinion about Educational Contributions of Savitribai Phule and Fatima Sheikh with respect to Women Empowerment (WE) according to the Female stakeholders residing in Phule Wada and Naigaon.
48. There is no significant difference between the opinion about Educational Contributions of Savitribai Phule and Fatima Sheikh with respect to Value Education (VE) according to the Female stakeholders residing in Phule Wada and Naigaon.

**6.Research Methadology**

The investigator has applied quantitative and qualitative technique prepared file of beyond events. It affords the researcher a way of research to discover, describe and interpret what existed with inside the beyond.

The essential cause of studies is to reach at a correct account of the beyond so as to advantage a clearer angle of the prevailing and to expect the future. It applies quantitative and qualitative technique to the outline and evaluation of the beyond events. This is a non-experimental study, which in particular relies upon up on the reviews of observation. Although speculation isn't continually explicitly said in ancient research, they're commonly implied. The quantitative and qualitative research demands a great deal of social insight to understand the cause effect relations of social events. Only when facts and events are understood and seen in the qualitative perspective, proper conclusion can be drawn.

**Tools of the study**

For the purpose of the present research, researcher prepared the draft of the questionnaire based on the review and got opinion from the five experts. Accordingly, a total of 30 items were finalized for the try-out of the tool with yes/no type of response pattern.

**Distribution of Sample**

| | Male | Female | Below 10 Years Experience | Below 10 Years Experience | Total |
|---|---|---|---|---|---|
| Teacher Educators | 50 | 50 | 50 | 50 | **200** |
| Stakeholders | 50 | 50 | ---------- | ---------- | **100** |
| | | | | Total | **300** |

***Collection of Data***

The researcher will be visited to Savitribai Phule Pune University, Pune and the stakeholders residing in Phule Wada and Naigaon for collecting data. Analysis of hypothesis will be relate to comparison of educational contributions of Savitribai Phule and Fatima Sheik according to teacher educators working in B.Ed colleges affiliated to Savitribai Phule Pune University, Pune. Analysis of hypothesis will be related to comparison of educational contributions of Savitribai Phule and Fatima Sheik according to the stakeholders residing in Phule Wada and Naigaon.

**Statistical Techniques**

The researcher after collection of the data will be processed and analyzed quantitatively. The statistical techniques were chosen keeping in view the requirements of the objectives and hypothesis of the study. The researcher will be used Mean, Standard Deviation, t-Value and p- Value for test of the hypothesis.

**Educational Implications of the Study**

1. Curriculum must have value education in all the levels of education from Primary to Higher Education.
2. Curriculum must have women oriented concepts.
3. Government must think of bringing women oriented programmes from Primary to Higher Education for the development women.
4. Teachers should teach women centric issues in the classroom and try to bring awareness among young minds.

5. Teachers should teach philosophical thoughts of ideal women philosophers to motivate girl students in the classroom.

**Delimitations of the Study**

The study as such covers a vast field of education in all the five areas such as Primary, Secondary, Women, Vocational and Higher Education. But the study has few they are as follow;

1. The study contains the educational contributions of Savitribai Phule and Fatima Sheikh only.
2. Their philosophic ideas in general have been included in the study excluding more details of several aspects of philosophy.
3. The social element in the philosophies of both has been studied only as a subsidiary part of the present study.
4. The study has been mainly a critical analysis of the educational contributions of Savitribai Phule and Fatima Sheikh. A comparison has been made only on certain aspects of their educational contributions.

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